

NEWARK CHARTER SCHOOL

**ANNUAL REPORT-Submitted 11/20/2020
Revised and Resubmitted 1/05/2021**

2019-2020



**NEWARK
CHARTER
SCHOOL**

**200 McIntire Drive
Newark, DE 19711
Phone:(302) 369-2001**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Newark Charter School
Year School Opened	2001
Enrollment 2019-2020 ¹	2412
Approved Enrollment	2414
School Address	200 McIntire Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	www.newarkcharterschool.org
Name of School Leader	Dr. Franklin Newton
School Leader Email and Phone Number	franklin.newton@ncs.k12.de.us (302) 369-2001
Name of Board President	Mr. Adrian Soyer
Mission Statement: The mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2019-2020 ¹
Total Enrollment	2412
# of Students on Waiting List	3244
Gender	
% Male	50.37%
% Female	49.63%
Ethnicity/Race	
% African American	11.69%
% American Indian	0.17%
% Asian	14.68%
% Hispanic/Latino	5.93%
% White	61.44%
% Multiracial	6.09%
Special Populations	
%Special Education ²	7.13%*
% English Language Learners	3.52%**
% Low-Income	8.62%***

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

The school demographics reflect the demographics of general population in New Castle County.

*When totaling IEPs plus Speech only IEPs this number rises to 8.42%

**This total does not include ELL Follow up students

***This number reflects direct cert only. When adding family provided information for Free/Reduced Lunch, this number increases to 14.72%

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
December 19, 2019	Increase maximum approved enrollment to 3,155; build a Junior High School on land currently owned; renovate the current Primary and Intermediate Schools with an addition; and renovate the physical activity and athletic field spaces on both campuses to meet the enhanced needs.	Approved
March 5, 2018	Minor- Change the terms of its current site facilities arrangements, school to purchase the adjacent property parcel #110040002 as identified on the site map This purchase will enable NCS to create a more streamlined, safer form of egress to the school's Patriot Way campus as the purchase includes the roadway to an existing intersection with a traffic light.	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
KN	190	191
Grade 1	190	187
Grade 2	190	190
Grade 3	190	190
Grade 4	190	191
Grade 5	190	193
Grade 6	190	191
Grade 7	190	192
Grade 8	190	194
Grade 9	190	190
Grade 10	190	185
Grade 11	162	169
Grade 12	162	149
Total	2414	2412

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

The school consistently meets its authorized enrollment targets and maintains a large waiting list of students applying for all grades, including more than 3,000 students for the current school year. Due to having 190 students per grade in grades Kindergarten through 10th grade (fall 2019) means that grades 11 through 12 are projected to grow by about 30 students each year through the natural promotion of students from grade to grade.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Newark Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	179	93.72%
Grade 2	185	97.37%
Grade 3	187	98.42%
Grade 4	187	98.42%
Grade 5	192	99.48%
Grade 6	183	96.32%
Grade 7	187	98.94%
Grade 8	192	99.48%
Grade 9	166	86.01%
Grade 10	185	96.86%
Grade 11	169	98.26%
Grade 12	148	98.67%
Total/Avg	2164	96.95%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

As shown by the data above, the school's student attrition rate continues to be very low. The school carefully monitors the reasons why students exit. The most common reason for why students do not re-enroll continues to be that the family is relocating out of the area.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Indicator	Points	Percent Point
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a) **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):**

- i. **Content mastery;**
- ii. **Addressing learning gaps (e.g. serving students with disabilities);**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
- iv. **Student engagement;**
- v. **Student wellness (e.g. challenges at home);**
- vi. **Assessment and measures of success;**
- vii. **Grade level differences;**
- viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

School comments:

Changes in the Academic Framework due to COVID-19

On 30-October-2020, Leroy Travers from the Department of Education provided Newark Charter School a letter regarding the status of the Delaware School Success Framework (DSSF) for the 2019/2020 school year. It included the following information:

On March 12, 2020, Delaware Governor John Carney issued a declaration of a State of Emergency for the State of Delaware due to a public health threat, closing in-person schooling for the remainder of the 2019/2020 school year. Due to this school closure, annual SMARTER testing was not administered within the State.

On March 23, 2020 the Delaware Department of Education applied for and was granted a waiver from the United State Department of Education exempting the State from calculating any statewide accountability measures for the 2019/2020 school year. Due to this, there is no DSSF or other accountability data available for the 2019/2020 school year.

The Delaware Department of Education also confirmed that during the most recent accountability year (2018-19 SY), Newark Charter School exceeded expectations for each DSSF academic indicator. Moreover, Newark Charter School has met or exceeded standard for each DSSF academic indicator throughout the term of its last charter term and during its current charter term. Newark Charter School has ranked at or near the top of the State in each DSSF academic indicator for many years.

Performance Agreement

Academic Performance Expectations

Newark Charter School's DSSF ratings are:

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	85.00	85% Exceeds Expectations
Academic Progress	125.00	91.00	73% Exceeds Expectations
School Quality/Student Success	75.00	73.00	97% Exceeds Expectations
Graduation Rate	88.00	88.00	100% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	43.00	86% Exceeds Expectations
Overall	438.00	380.00	87% Exceeds Expectations

By 2028, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments

Newark Charter School's historically consistent high performance on state testing and other academic measures (such as Advance Placement testing, Smarter Balance and MAP testing, PSAT and SAT testing, etc.) indicates that it is well positioned to achieve overall rating of "Meets" or "Exceeds" standards as measured by the Department of Education through the DSSF when we return to a system of testing in the future.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

2.3 Academic Progress

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

2.5 Graduation Rate

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on your Graduation Rate ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

b) Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

School Comments

2.6 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

- a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

- b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Newark Charter School Mission

The Mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.

Mission-Specific Goal 2019-2020

Newark Charter School's mission-specific goal is based upon the important guidance of our school's mission statement. Specifically, the school will provide "continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge." This is implemented through the use of the Scope and Sequence provided by the Core Knowledge Foundation:

The Core Knowledge Foundation

The Core Knowledge Foundation is an independent, nonprofit, nonpartisan organization founded in 1986 by E. D. Hirsch, Jr., professor emeritus at the University of Virginia and author of many acclaimed books on education including *Cultural Literacy: What Every American Needs to Know*, *The Schools We Need and Why We Don't Have Them*, *The Knowledge Deficit*, and *The Making of Americans*. Based in Charlottesville, Virginia, the Foundation develops curricula, publishes educational books and materials, provides professional development for educators, and supports a growing network of Core Knowledge schools.

The *Sequence*, published by the Core Knowledge Foundation, includes grades K-8 and the following subjects: English/Language Arts, Mathematics, Science, History & Geography, Art and Music.

In order to ensure that the school's mission is fulfilled, and that the Core Knowledge curriculum is implemented with fidelity, the school has adopted the following mission-specific goal:

Goal: For grades K-8, each grade's year-long curriculum plan (which is a composite of all the teachers' classes in English/Language Arts, Mathematics, Science, History & Geography, Art and Music for that grade) will reflect that at least 80% of the Core Knowledge *Sequence* will be taught. The plans will be submitted to administration each year by September 30th. Regular teacher observations will assure that the plan is being carried out.

Result: The Goal was met in all areas with the exception of being slightly under goal at the 8th grade level. The updated data is below. The drop below 80% in this one area was due to the decrease in the number of units covered in 8th grade science due to the limited ability to perform labs and introduce new material during the COVID-19 distance learning for the final quarter of the school year. The administration reviews the teachers' curriculum plans at the beginning of the school year. Actual results regarding the Core Knowledge Units that were taught are audited by the administration at the end of the school year.

a) Rate the school’s performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments

Our annual curricular implementation inventory demonstrated fidelity to the Core Knowledge curriculum even in a pandemic environment. It is expected that all Core Knowledge schools deliver the curriculum with fidelity at a minimum of 80%. With the Governor’s order to physically close schools and shift to a remote learning model, NCS made the shift and there were some lab and new content delivery issues as noted above resulting in the one grade being slightly under the 80% goal. Throughout the 2019-2020 school year, NCS continued to show fidelity to the Core Knowledge curriculum meeting or exceeding the minimal expectations of the Core Knowledge Foundation in 89% of the grade levels.

The school will continue to require the submission of Year Long Plans at the beginning of each school year. We will continue to use the DPAS 2R observation protocol to monitor teacher to monitor the fidelity with which those plans are being delivered. We will continue to audit the units of instruction covered in the Core Knowledge Sequence.

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

Newark Charter School Mission-Specific Goal Attainment: 2019-2020

Grade	Language Arts	History and Geography	Visual Arts	Music	Math	Science
K	4/4	7/7	3/3	3/3	6/6	7/7
1	4/4	7/8	3/3	3/3	6/6	8/8
2	4/4	11.5/12	5/5	3/3	6/6	8/8
3	3.5/4	6/6	3/3	3/3	5/6	6/8
4	4/5	8/10	5/5	3/3	6/6	4.5/5
5	5/5	10/11	3/3	4/4	8/8	4/5
6	4/4	9/9	1.0/1.0	2/2	7/7	6/6
7	3.3/4	5.5/6	1/1	3.5/4	2.8/3	1.5/2
8	3.8/4	5.5/6	2/2	3.2/4	1.7/2	3.5/6

Grade Level	Total Units Possible	Total Units Taught	Grade Level Average
K	30	30	100%
1	32	31	97%
2	38	37.5	99%
3	30	26.5	88%
4	34	30.5	87%
5	36	34	94%
6	29	29	100%
7	20	17.6	88%
8	26	19.7	75.77%

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Newark Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Newark Charter School has met all standards

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

Since the school has met all standards, no changes to organizational practices are required.

c) Address any measure where school did not meet standard or is approaching standard.

N/A

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Newark Charter School's overall organizational rating is Meets Standard. By 2028, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

The school has met all standards and continues to function exceptionally well academically, organizationally and financially.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Adrian	Soyer	12/2018	12/2021	Chair/Parent Representative	11/19/2014	08/29/2018
Kelly	Boulden	12/2019	12/2022	Vice Chair /Community Representative	2/2/2017	08/29/2018
Evelyn	Zerenner	12/2019	12/2022	Treasurer/Community Representative	11/19/2014	08/29/2018
Karen	White	12/2017	1/2021	Secretary/Parent Representative	1/18/2018	08/29/2018
Gregory	Gross	12/2017	1/2021	Community Representative	7/1/2007	08/29/2018
Alexander	Mackler	12/2018	12/2021	Community Representative	1/4/2019	09/20/2019
Rodney	Wallace	12/2019	12/2022	Community Representative	1/14/2020	03/04/2020
Sridhar	Mandavilli	12/2018	12/2021	Parent Representative	2/26/2019	11/06/19
Jeff	Lang	12/2017	1/2021	Parent Representative	1/5/2018	08/29/2018
Matthew	Mathias	12/2019	12/2022	Teacher Representative	2/2/2017	08/29/2018
Monica	Dunbar	12/2017	1/2021	Teacher Representative	12/30/2017	08/29/2018

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

All Newark Charter School Board of Directors members are up to date and active with their financial trainings.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Evelyn	Zerenner	Board Treasurer	11/19/2014
Frank	Newton	Head of School	11/21/2013
Joanne	Schlosberg	Business Manager	7/1/2007
Richard	Riggs	DOE Representative	11/30/2015
Robin	Graves	School Representative	9/20/2018
James	Burrows	Parent Representative	2/2/2017
Erin	Guerke	Parent Representative	2/2/2017
Marlayne	Manley	Parent Representative	10/19/2018
Karen	Moore	Parent Representative	10/8/2018
Kaylee	Olney	Parent Representative	2/2/2017
Ramesh	Rangarajan	Parent Representative	10/10/2018
Damaris	Rodriguez	Parent Representative	10/15/2018
Jeff	Schneider	Parent Representative	9/25/2018
John David	Smallwood	Parent Representative	3/30/2017
Jewell	Pendleton	Parent Representative	9/1/2020

School Comments:

All Newark Charter School CBOC members have received all the required financial training.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95%	149.1	157.4

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

The school monitors teacher attrition each year and has used an external agency to survey its teachers and staff every two to three years. Additionally, during the 2019-2020 school year, the school director continued to have sessions where staff could engage and share feedback about their experiences. Additionally, the school also surveys teacher in March/April each year to assess their intention of returning the following year. Typically, this survey shows that 95-100% of the school’s teachers and staff intend to return. When teachers do leave the school the reasons are generally moving out of the area or seeking employment closer to home, retiring, or seeking a non-teaching position. That continued to be true this year as noted above.

b) Describe how the school’s professional development plans support teachers and leadership.

School Comments:

Professional development is a strategy we use to ensure that educators continue to strengthen their practice and bring about further success in their students. The most effective professional development at Newark Charter School engages teachers to focus on the needs of their students in regards to instruction, assessment, state standards, addressing shifts in education, and their personal well-being. We utilize professional development days built into the school calendar, as well as sessions conducted before and after school, and during teacher’s planning periods.

Professional development delivered at Newark Charter School centers around the following:

- Building Executive Functioning Skills in Children
- Aligning science instruction to the Next Generation Science Standards
- Analyzing data derived from Measures of Academic Progress to serve the needs of all of our students
- Differentiating Instruction
- Diversity and Inclusion Training
- Collaboration with teachers at MOT Charter School

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- Supporting EL Learners with Understanding Mathematical Language
 - Implementing Love and Logic in the Classroom
 - IEP development, accommodations, modifications, instructional strategies, and classroom interventions
 - Inclusive environments and co-teaching
 - Common assessments and instructional planning
 - Utilizing Schoology within the classroom
 - How to develop deeper readers and thinkers
 - Incorporating Outdoor Education into the K-3 classrooms
 - Utilizing UD LibSearch into the K-6 Curriculum
 - Mindfulness In and Out of the Classroom
 - How to use Google Classroom and other Instructional Technology

We develop teacher leaders by allowing them to lead colleagues toward positive change beyond their classroom. A teacher leader can be a department chair, committee member, head coach, team leader, etc. Through professional development, teacher leaders can share, collaborate, brainstorm solutions, and discuss findings after implementation to determine if further change is necessary.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-2020	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Newark Charter School met all standards and continues its record of solid and responsible financial management.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

Newark Charter School continues to follow existing policies and procedures and achieves exceptional financial outcomes.

c) Address any measure where school did not meet standard or is approaching standard

Newark Charter School met all standards

Performance Agreement

Financial Performance Expectations

Newark Charter School's overall financial rating is Meets Standard. By 2028, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

The school has met these standards every year and financial performance is projected to remain strong in the future. All of our near term indicators: Current ratio; Days Cash; Enrollment Variance; and Debt Service and our Sustainability indicators: Total Margin; Debt/Asset Ratio; Cash Flow; and Debt Service Coverage Ratio meet standard and are expected to continue on that track.

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

Newark Charter School met all standards so no corrective action plan is applicable

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

Newark Charter School continues to implement a number of innovative practices that could be replicated at other schools in Delaware, these encompass culture and environment, pedagogy and curriculum, as well as policy and practice items.

1) Setting the Bar High for Academics

Newark Charter School's original charter application stated that the school was established to provide an alternative "rigorous and academically challenging curriculum." The school's theme is "Emphasizing Excellence in Academics and Decorum" reflects our philosophy "to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential." The outcomes described in this Annual Report show that our two-time National Blue Ribbon School for Academic Excellence has achieved consistently excellent results. We also received the U.S. News and World Reports Best High Schools in Delaware Award recognition. Setting the bar high for academics is essential and replicable in all of our public schools.

2) Continuity of Educational Services

NCS provides continuity from grade to grade. Configured as a K-12 school, NCS is the largest public school in the state. More importantly, the school has a program that allows students to remain in one place for a longer period of time than most traditional public schools. The benefit of this continuity of educational services is enhanced by the fact that student attrition is extremely low. The school is consistently above the state average in on track attendance. Finally, prior to the pandemic, the school provided summer learning opportunities including 23 Summer Camps, year-round education for students with intense or complex disabilities, and academic enrichment programs. While our extended school year program did occur during the pandemic, our camps did not. We plan to reactivate all those programs in full operation as soon as it is safe to do so.

3) Core Knowledge Curriculum (K-8)

Since its inception, NCS has utilized the Core Knowledge curriculum scope and sequence developed by Dr. E. D. Hirsch and the Core Knowledge Foundation. It is carefully aligned to the State and Common Core Standards. The Core Knowledge curriculum framework is coherent, cumulative and, most importantly, it identifies specific content to be studied in each grade. Core Knowledge presents a body of lasting knowledge that should form the core of a preschool to 8th grade curriculum. Core Knowledge is an interdisciplinary curriculum, which helps children see the interrelationships between subjects taught in school. Because students learn best when new knowledge builds on previous knowledge, the curriculum is carefully sequenced to ensure that students enter each new grade ready to learn and build on knowledge and skills learned in previous years. Knowledge builds on knowledge. Gaps and repetitions in content do not occur. All students, regardless of socioeconomic backgrounds or past levels of achievement, have a level academic playing field.

NCS earned the designation as a Core Knowledge Visitation School. Schools throughout the country are encouraged to visit to learn about our academic programs. The Core Knowledge Foundation cited NCS as one of the eight best Core Knowledge schools in the country. NCS was the first school in Delaware to use the Core Knowledge curriculum. Locally, Las Americas Aspira Academy successfully

replicated NCS's Core Knowledge curriculum. In the past, the schools have shared Core Knowledge in-service training for teachers. Other Delaware and regional charter schools have consulted the school about adopting its Core Knowledge curriculum. This year, we worked with a school in New Jersey that is implementing core knowledge

4) 1-to-1 technology enhancement

We implemented a 1:1 chromebook initiative at the high school level (9-12) for the 2019-2020 school year, with the intent of scaffolding the program throughout the school several grades at a time for the next number of years. The COVID-19 pandemic necessitated that we escalate our timeline and we shifted so that all students K-12 would be provided with a chromebook and online access to all of their instructional materials for the 2020-21 school year to engage in a blended learning experience that includes synchronous and asynchronous learning.

5) Instructional Grouping

Homogeneous grouping (phasing) for instruction is observed in grades 4-8. Homogeneous groups bring together students of similar ability in order to optimize learning. Students receive instruction to meet their learning needs more specifically. Teachers can better attend to learning similarities and differences, making differentiated instruction and assessment more efficient. Extra support can be made available more readily to those who need it.

Phasing is determined by multiple indicators of student achievement, including Smarter Balanced testing, MAP growth model testing, standardized testing, teacher and parent recommendations, grades and learning style assessments. Phasing the students into groups does not mean that any student is presumed to be below grade level, although occasionally scores may indicate that. All students are taught on grade level and receive the same curriculum. The pacing at which instruction takes place and the depth to which a topic is studied may differ. Within each phase there remains a range of learning ability so that instruction is tailored to the unique needs of the groups.

Phasing of students is reviewed by the teams of teachers and administrators working with the students, with essential input from parents. A student can move up a phase or down. The reliability of the phasing system in place at NCS has proven to be very high, as few students need to be re-phased.

6) A Community-Based School

NCS is a community-based school, made possible in part by the five-mile radius and the sibling preference in the lottery-based admissions process used by the school as encouraged by Delaware's charter school law. This is the best model to foster parental involvement, improve the school environment and motivate the students.

7) Strong Site-Based Management

As a school established by parents, there is a high degree of parent involvement and parent satisfaction each year. Parent surveys consistently show that parents are virtually 100% satisfied with the school. Parents have authentic participation in school-wide decision making. They hold the majority of seats on the Board of Directors. The School Council, consisting of parent-elected parent representatives from each grade level, serves as a "sounding board" to management on issues. It traditionally conducts and monitors two formal parent satisfaction surveys annually. The Friends of NCS is an active and essential parent organization, providing volunteers, fund raising support, and programs to enrich the school. Prior to the COVID-19 pandemic, several hundred different parent volunteers served the school this past year. While parents continued to volunteer even in a remote environment, we will reintroduce in person volunteer opportunities when variables allow.

Internally, the staff decision making process is modeled after management practices at large integrated companies. Each grade is represented by a team leader to provide a horizontal perspective that focuses on what the students in a particular grade experience and learn. Academic core content areas are representative by department heads to provide a vertical perspective, ensuring that each content area connects from one grade to the next. In the Jr./Sr. High School, a faculty-based Leadership Council ensures that shared decision making occurs through constant communication among academic departments, grades, and with administration. Additionally, staff members have positions on both the School Council and the Newark Charter School Board of Directors, so staff are integrally involved in the life and leadership of the school.

8) Market-Driven School

NCS continuously measures the extent to which it is meeting the demands of its market. Annually, it uses extensive parent and staff survey data, and input through stakeholder groups such as the School Council, Board of Directors and CTE Advisory Committees, to assess how the school is measuring up to its constituents' expectations and how it is responding to market trends and demands, such as the job market and competition within the education environment. A school-wide strategic long-range planning committee formed several years ago developed a "living document" that sought and utilized the community's input and serves to advise our current expansion efforts, building plans and the long range vision.

Market demand continues to be strong. We receive more than 3000 external applications for each school year. After the applicants who were able to be offered enrollment (mostly in the Kindergarten class) we were left with more than 3,200 students on the waiting list for grades K-12 this year.

9) Emphasis on Decorum and Character Development

NCS's motto is "Excellence in Academics and Decorum." The school has made it a priority to create an orderly, safe environment allows teachers to teach and students to learn. School uniforms have been in place from the beginning to promote discipline, respect, and a focus on learning. This has since been replicated in many public school districts and charter schools. Strict absentee and tardiness policies teach students to value the importance of education. Students encourage one another to adopt good behavior, good manners, honesty, politeness and civic-mindedness.

NCS was the first school in Delaware (2005) to implement the research-based Olweus Anti-Bullying Program. The program enhances school culture because everyone has a part to play. Everyone has a right to a safe school where students feel secure and treat each other with mutual respect and kindness. Years later, such anti-bullying programs would become mandatory in Delaware public schools.

NCS was one of two Delaware schools designated "No Place For Hate" schools. The "Gold Service Leadership School" was awarded to the high school for the students' Jefferson Awards community service activities

10) Commitment to Diversity

Diversity in the student body continues to increase. Each year in the open lottery, the percentage of the newly-admitted students that are Caucasian has decreased and other racial and ethnic percentages have increased. The school's student demographics compares closely to the diversity within the Greater Newark area and within New Castle County.

The school's population continues to include an increasing number of students with significant intellectual and physical disabilities. The number of students with "Complex" disabilities (including Down Syndrome, Autism, Significant Multiple Disabilities, etc.) continues to increase.

The Outreach Committee, comprised of administrators, faculty and parents, is active and its efforts continue to provide awareness and accessibility to underrepresented populations within the greater Newark community.

11) AP Capstone Diploma Program

Newark Charter High School is the first high school in Delaware, to implement the College Board's new AP Capstone™ Diploma Program, an innovative and challenging program that allows students to develop the skills that matter most for their future college success: research, collaboration, and communication. Already, other Delaware high schools have reached out to NCS to learn more about the program for possible adoption in their schools.

The Advanced Placement program includes a two-course sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement courses and exams while empowering students with the very skills college professors want their students to possess.

Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing will receive the AP Capstone Diploma™. Students who earn qualifying scores on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will earn the AP Seminar and Research Certificate™.

The AP Seminar course, typically taken in 10th or 11th grade, will equip students with the power to explore academic and real-world issues from multiple perspectives. Through a variety of materials – from articles and research studies to foundational and philosophical texts – students will be challenged to explore complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, and develop, communicate, and defend evidence-based arguments. Teachers have the flexibility of choosing themes based on student interests, whether they are local, regional, national or global in nature. By tapping into students' personal interests, AP Capstone gives a broader array of students an entry point into challenging coursework. Students are assessed through an individual and team project completed during the year and a year-end written exam.

The subsequent AP Research course will allow students to design, plan, and conduct a year-long investigation on a topic of their choosing with support from experts at the university level or in the community. At the end of the course students have the confidence to present and orally defend their own scholarly academic research.

12) Global Studies/ Leadership Academy (9-12)

Newark Charter High School's Global Studies/ Leadership Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. Classroom activities directly connect with the opportunity for students to take action in the greater community and beyond. Several community partnerships are in place to support and encourage service outreach conducted by students such as; the Jefferson Awards: Students in Action, the Newark Rotary, and the Human

Ecology Foundation. The Global Studies/Leadership Academy endeavors to offer insights into the histories of various peoples, cultures of the world, dynamic issues of the day, and effectively contributing to the global community in which we live.

13) Science, Technology, Engineering and Math (S.T.E.M.) Academy

The high school's STEM Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. STEM Academy coursework will focus upon studies in science, technology, engineering, and mathematics. Three-year programs of study are offered in the following pathways in Engineering (Project Lead the Way), Biotechnology, Computer Science and Business, Finance and Marketing. These pathway programs provide students the opportunity for college credit and dual-enrollment. Additionally, following completion of the program students are encouraged to enroll in AP math and science courses to further enhance their learning experience.

14) Accountability, Autonomy and Choice

NCS provides autonomy at the school level in exchange for clear accountability, which results in outstanding student performance and a well-managed organization. All staff members have one-year contracts that must be renewed annually. The school uses its autonomy to take advantage of innovative practices such as financial spending flexibility, peer evaluations and alternative curriculum models. School choice is vital for a charter school to provide a focused learning community where staff, parents and students share common values and expectations.

15) Merit Pay

NCS was one of the first schools in Delaware to offer its teachers and staff members merit pay (bonuses). Merit pay may be awarded through a merit pool to be administered by the management. The level of the bonus is determined by the Board of Directors and is dependent on availability of funds. Newly-hired employees will become eligible to participate in the merit pay program after completion of their second year of employment. Merit pay is awarded based on a combination of factors including, but not limited to, formal observations and evaluations (such as those outlined by the Delaware Department of Education) walk-through observations, informal observations, parent surveys, student achievement, attendance, and uncompensated efforts on behalf of the school that go above and beyond basic job duties, etc.

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.